

Health Equity Scholars: A New Center for Health Equity for Leaders in Community Engagement



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Background: Making the Case

Percentile	Experience
75 th percentile	Field experience in Community Health (43.1%)
>90 th percentile	Experience related to Health Disparities (89.3%)
85 th percentile	Experience related to cultural awareness and competence (82.8%)
75 th percentile	Percent agree they were prepared to care for patients from different backgrounds (97.4%)
75 th percentile	Percent doing research with faculty during medical school (91.1%)
85 th percentile	Percent becoming faculty (33.3%)
65 th percentile	Satisfaction with quality of medical education (92.3%)

Table 1: Georgetown University School of Medicine Graduation Questionnaire Results 2021¹

Percentile	Percentage of Graduates
15 th percentile	Percentage of graduates planning to care for the underserved (26.4%)
32 nd percentile	Percentage practicing in underserved areas (16.7%)
<1 st percentile	Graduates practicing in-state (4.4%)
35 th percentile	For participation in loan forgiveness programs with service commitment (3.4%)
25 th percentile	Percent practicing in rural areas (2.4%)
15 th percentile	Percentage practicing primary care (13.6%)
85 th percentile	Average indebtedness (\$224,605)
>90 th percentile	Cost of attendance compared to other in-state graduates (\$364,710)

Table 2: Georgetown University School of Medicine Graduation Questionnaire Results 2021¹



A new **Center for Health Equity** is proposed to address the disconnect between choosing careers serving the underserved and educational exposure to health equity

- Increased longitudinal programming in community health and health equity is needed
- Review of other institutions for community engagement
- Lessons learned from DC Area Health Education Center

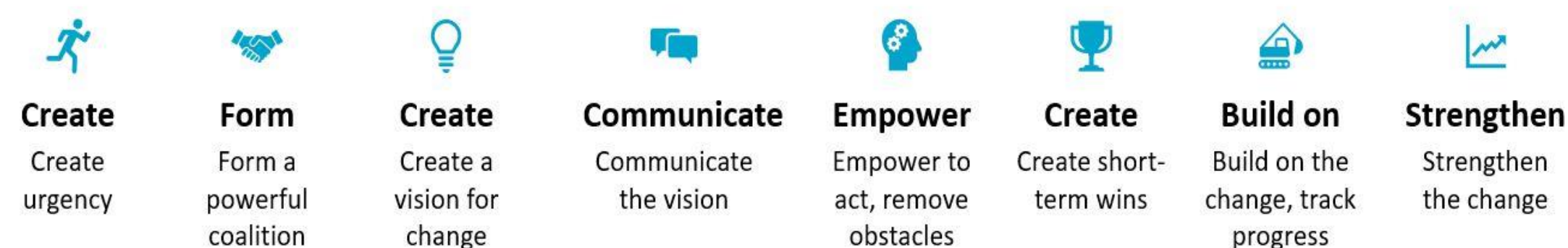


Figure 1: Kotter's Leading Change²

Methods

1. Leadership interviews to align strategic vision with institutional mission
2. Key stakeholder meetings for coalition building

- Community Partners
- DC AHEC
- Health and Health Sciences Strategy Initiative
- Racial Justice Institute
- Health Justice Alliance
- Biomedical Graduate Education
- Center for Social Justice Research, Teaching & Service
- Georgetown Lombardi Cancer Center Office of Minority Health and Health Disparities
- Teaching Academy for the Health Sciences
- Medical Humanities Initiative
- Racial Justice Committee for Change
- Robert Graham Center
- School of Health
- School of Medicine (Health Equity Task Force, Community-Based Learning)
- School of Nursing
- Office of Faculty and Academic Affairs
- Office of Assessment and Decision Support

Goals	Objectives
Health Equity Scholars & Fellows	Improving community health, advocacy, service learning, and health equity curricula and research Establish interprofessional practicum cohorts for community service, continuing education, community-based experiential learning, and research in community health and health equity
Practicum Cohorts	To establish scholar, certificate, fellowship, minor, and degree programs in community health and health equity to address the needs of learners and educators, and continuing education for practicing and aspiring health professionals
Health Equity Community of Practice	Network of graduates, educators and researchers as mentors, interprofessional and interdisciplinary learners in practicum cohorts, to provide mentorship and career advancement opportunities
Recognize/Award Health Equity Scholars & Fellows	Establish a scholarship, loan forgiveness or repayment program for graduates committing to lifelong community service or careers advancing health equity
Research Mentorship and Scholarship	Establish the Center for Health Equity Accelerator Program for Research and Scholarship, serving as a mentorship and scholarship hub for health equity student research, and a research network for partners

Table 3: Georgetown University Center for Health Equity Goals and Objectives

Results

1. Leadership, key stakeholder buy-in and engagement
2. Business plan for pilot programs, 5-year plan
3. Sponsored grants, institutional investment

Intended Outcomes

1. Health Equity Scholars
 - Georgetown leading the way in producing graduates advancing health equity, committing to longitudinal community service
 - Aligning graduation outcomes with the *Health and Health Sciences Strategy Initiative*
 - Scholarship awards
2. Health Equity Fellows
 - Pipeline health professionals
 - Community residents
 - Area health professionals
3. Community of Practice
 - Alumni, student, staff, and faculty mentors, practicum cohorts
 - Intentional longitudinal framework

Next Steps

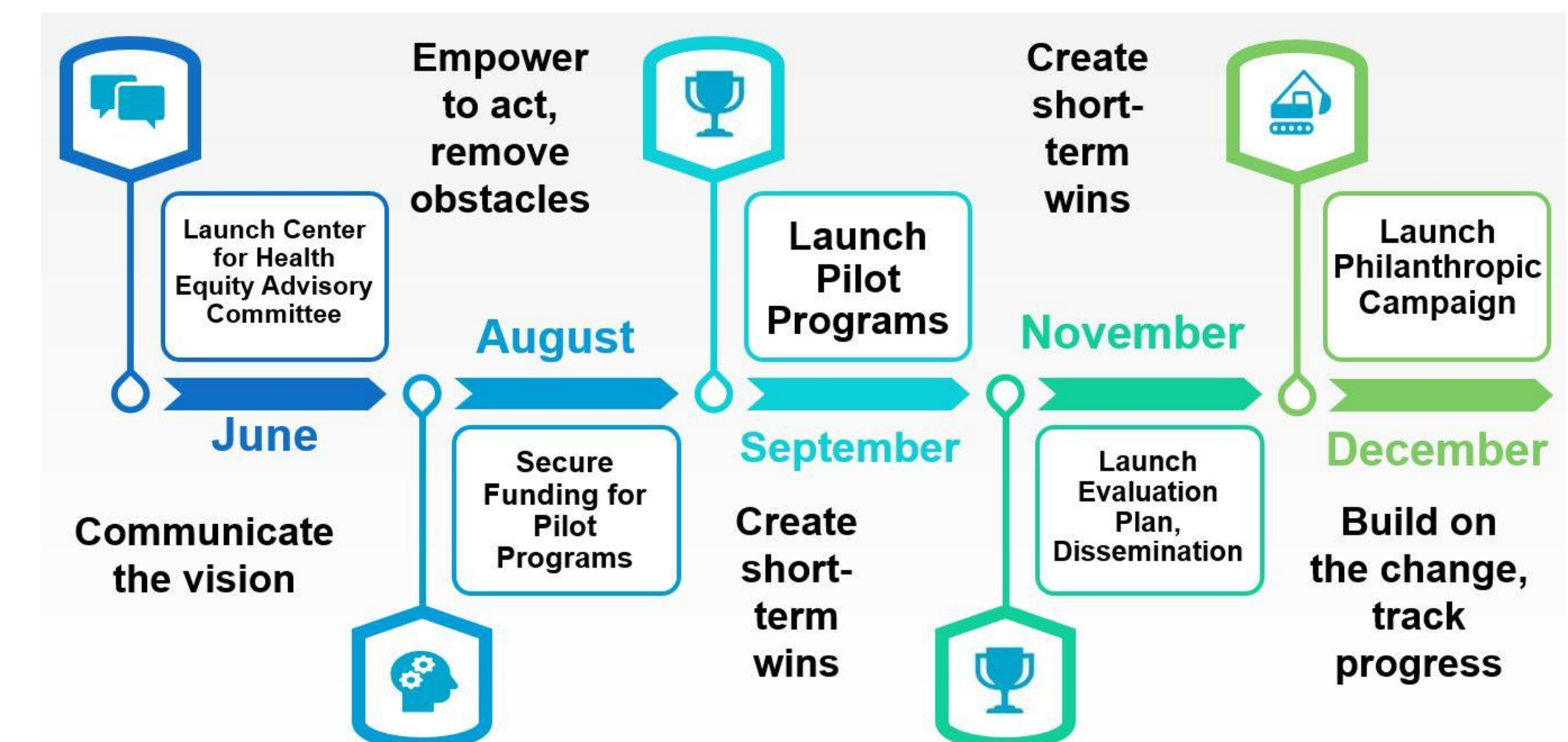


Figure 2: Next Steps, Kotter's Leading Change²

References

1. AAMC. 2021 Mission Management Tool: Georgetown University School of Medicine. 2021. AAMC; Washington, DC.
2. Kotter, John P. *Leading Change*. Boston, Mass: Harvard Business School Press, 1996.

Acknowledgements

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ABSTRACT: 2022 ELAM Institutional Action Project

Project Title: Georgetown University Center for Health Equity

Name and Institution: Michelle Roett, MD, MPH, FAAFP, Georgetown University Medical Center

Collaborators and Mentors: Ed Heaton, MD, MPH, Executive Vice President for Health Sciences, Lee Jones, MD, Dean for Medical Education, John DeGioia, President, Georgetown University

Topic Category: Education

Background, Significance of project:

GUMC has a tremendous track record of medical graduates reporting being educated adequately and having appropriate experiences in health disparities research and the local community, yet we perform poorly compared to other institutions regarding the number of graduates practicing in underserved areas. To address this disconnect between choosing careers serving the underserved and educational exposure, more longitudinal programming in community health and health equity is needed. We would like to see future cohorts of graduates as leaders and examples of lifelong community service and careers advancing health equity.

Objectives

1. To address commitment to lifelong community service for existing students, community members, pipeline students, and area health professionals by offering community health, advocacy, service learning, and health equity curricula and research, and establishing interprofessional practicum cohorts for community service, continuing education, community-based learning, and research in community health and health equity
2. To establish scholar, certificate, minor, and degree programs in community health and health equity to address the needs of learners, and continuing education for practicing health professionals
3. To establish a Health Equity Community of Practice including a network of graduates, educators and researchers, interprofessional learners in practicum cohorts, to provide mentorship and career advancement opportunities.
4. To establish a scholarship, loan forgiveness or repayment program to reward and incentivize graduates committing to lifelong community service or careers advancing health equity
5. To establish the Center for Health Equity Accelerator Program for Research and Scholarship, serving as a mentorship and scholarship hub for health equity student research, and a research network for partners

Methods/Approach

- Establish the Center for Health Equity Advisory Committee to establish criteria for Health Equity Scholars and Fellows, evaluate pilot programs, recommend Certificate program, minor, or degree program components for Community Health and Health Equity
- Establish the Accelerator Program for Research and Scholarship, Speaker's Bureau, Community of Practice
- Establish Scholarship programs for commitment to careers advancing health equity

Results/Outcomes

- Established stakeholder coalition for Center for Health Equity Advisory Committee
- Coalition building with stakeholders, build institutional support for sponsorship, leadership support
- Develop budget and secure funding, philanthropy proposal
- Launch pilot programs
- Launch program with Center for Health Equity Advisory Committee charge

Discussion/Conclusion with Statement of Impact

Academic reputation: Graduates and leaders as examples of lifelong community service and advancing health equity

Community Impact: Increased longitudinal engagement with community partners

1. Increased number of health professional graduates committing to careers advancing health equity of lifelong community service
2. New certificate programs in community health and health equity
3. New scholarship programs for students committing careers advancing health equity
4. Increased number of interprofessional programs, practicum cohorts for community-based learning
5. Community of Practice for Health Equity, alumni mentoring and research networks, community service